

## Technical Review Cover Sheet

### Panel Details

**Fiscal Year** 2010      **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

**Panel Name** Panel - 7

---

**Applicant Name** DANCE 21 D/B/A DANCEART -- DanceArt,DanceArt **PR/Award No** U351D100074

---

### Questions

	Points Possible	Points Scored
<b>1. Selection Criteria</b>		
Need for Project	15	13
Significance	10	8
Project Design	25	20
Project Personnel	10	8
Management Plan	20	17
Project Evaluation	20	18
<b>TOTAL</b>	<b>100</b>	<b>84</b>

---

### Technical Review Form

**Applicant Name** DANCE 21 D/B/A DANCEART -- DanceArt,DanceArt **PR/Award No** U351D100074

**Reviewer Name**

---

### Selection Criteria - Need for Project

**Your comments and scores should address the following criteria:**

- (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**
- 1. (b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

Strength: The application clearly identifies how programs will address most of the stated needs. The application clearly identifies gaps in services and how the program will overcome them.

Weakness: The application discusses the low income status of the target group. It isn't clear how the program--with its focus on issues of self-esteem with native culture--connects to issues regarding low income. The application discusses the time limitations that teachers currently face in regards to follow-up coaching (p. 7). It isn't clear how this program will address these time issues.

**Question Status: Completed**

**Reviewer Score: 13**

---

### Selection Criteria - Significance

**Your comments and scores should address the following criteria:**

- 2. (1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of**

**other settings.**

Strength: The application proposes numerous products.

Weakness: The application would benefit from a discussion of how the applicant intends to drive traffic to the cited web sites and maximize the number of interested teachers (p. 10). Replication is limited to urban settings (p. 11) that have a density of local cultural organizations with which to partner.

**Question Status: Completed**

**Reviewer Score: 8**

---

**Selection Criteria - Quality of Project Design**

**Your comments and scores should address the following criteria:**

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- 3. (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strength: The application clearly defines research-based practices for each of its stated objectives. There is substantial detail regarding the program components and their connection to rigorous academic standards.

Another strength is the use of a leadership multiplier (p. 31).

Weakness: The third objective cited on p. 23 is not measurable. The application discusses outside funding

sources for sustaining the program. These sources include Arts Council funding and parental contributions. The current economic climate has greatly impacted state budgets and arts councils and their grant programs are vulnerable. In addition, the program is targeting low income students so the prospect of parental financial contributions is incongruous.

**Question Status: Completed**

**Reviewer Score: 20**

---

**Selection Criteria - Quality of Project Personnel**

- Your comments and scores should address the following criterion:**
- (1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for**
  - 4. employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
  - (2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

Strength: The application clearly outlines strategies for recruiting members of under-represented groups as job candidates. The personnel have experience with large-scale arts integration programs and the accompanying grant management necessary to implement them.

Weakness: It is not clear from the application as to the responsibilities of the proposed Project Administrator. A job description would have been beneficial. The job requirements for the Teaching Artists (p. 34) only cites five years of arts education experience. The application would benefit from more detail regarding the type of experience these TAs should bring to the program.

**Question Status: Completed**

**Reviewer Score: 8**

---

**Selection Criteria - Quality of the Management Plan**

**Your comments and scores should address the following criteria:**

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- 5. (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strength: The application clearly delineates the responsibilities, commitments, timelines and milestones required of the program. There is also substantial detail regarding the time commitment that is necessary for full implementation.

Weakness: The application would have benefited from more detail regarding job descriptions and responsibilities. The application notes the use of parental involvement in the program. It is not clear how this will be accomplished.

**Question Status: Completed**

**Reviewer Score: 17**

---

**Selection Criteria - Quality of the Project Evaluation**

**Your comments and scores should address the following criteria:**

6. (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strength: Each required component of the evaluation is excellent.

Weakness: It is unclear how and if student projects and performances will be assessed. The program appears to be collecting data only on an annual basis: this is not frequent enough to ensure program enhancement and improvement.

**Question Status: Completed**

**Reviewer Score: 18**

Technical Review Cover Sheet

Panel Details

**Fiscal Year** 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

**Panel Name** Panel - 7

**Applicant Name** DANCE 21 D/B/A DANCEART -- DanceArt,DanceArt **PR/Award No** U351D100074

Questions

	Points Possible	Points Scored
<b>1. Selection Criteria</b>		
Need for Project	15	15
Significance	10	8
Project Design	25	18
Project Personnel	10	6
Management Plan	20	15
Project Evaluation	20	16
<b>TOTAL</b>	<b>100</b>	<b>78</b>

**Applicant Name** DANCE 21 D/B/A DANCEART -- DanceArt,DanceArt **PR/Award No** U351D100074

**Reviewer Name**

---

**Selection Criteria - Need for Project**

**1.**

**Your comments and scores should address the following criteria:**

**(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

**(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

**STRENGTHS:**

-- The project will serve 1,344 students in grades 4 and 5 randomly selected from a pool of elementary schools that have been identified as not making AYP (p. 2). On pages 3-6, the applicant provides specific data on the student population to be served, including student performance data in reading and math (p. 6).

-- The project proposes to increase the amount of time spent in art education from the current 40 minutes per week to 120 minutes per week using teaching artists hired from grant funds.

-- Two classroom teachers from each of 10 treatment schools will also be trained in strategies to deliver and integrate art education into the core curriculum, followed by ongoing support throughout the year. There will be increased time spent in professional development from approximately a total of 24 hrs spent in professional development annually (p. 6) to 30 hours within the first 4 months of the project followed by support three times per week and twice monthly in two hour sessions after school (p 7). All the professional development will focus on arts integration which did not exist in previous PD.

**WEAKNESSES:**

-- No weaknesses were noted.



**Question Status: Completed**

**Reviewer Score: 15**

---

**Selection Criteria - Significance**

**2.**

**Your comments and scores should address the following criteria:**

**(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.**

**STRENGTHS:**

- The applicant states that the one of the project objectives will be the creation of materials that will aid other school organizations in replication of their CAATE model (p. 9). These include a manual, a conceptual framework, and organizational support structures (i.e. project management teams, communication networks, etc) (p.11).
- The applicant and its main partner, CPS, will share responsibility for project dissemination. (p. 11) using the research-based diffusion of innovation model (p. 12).
- Dissemination activities are multifaceted to include access to information via a website, technical assistance, presentations, and on-site visitations to treatment classrooms (p. 12).

**WEAKNESSES:**

- Even though CPS is the primary partner, there was no specific mention of how the applicant would explicitly grow the CAATE model in other needy schools within CPS. Instead it appears from the information provided that the project model would grow itself organically from interested parties using the diffusion of innovation model. Assuming the program will prove to be effective in raising student achievement, it is thought CPS would need a specific plan to get the intervention into more of their schools as quickly as possible (p. 13).

**Question Status: Completed**

**Reviewer Score: 8**

---

**Selection Criteria - Quality of Project Design**

**3.**

**Your comments and scores should address the following criteria:**

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

**STRENGTHS:**

- The design for the project is based on research on the impact of arts education on meeting the needs of low income students (p. 3) as well as organizational design as the basis for the project design (p. 14). The applicant also provides research to support utilizing a social context for PD through the methods developed to teach arts integrated instruction with a learning community (pp. 14-15).
- Principals and parents play a key role in supporting project implementation and comprise one of the project's main objectives (p. 14, 20-21) through PD delivered within regularly scheduled meetings.
- The project has multiple structures to share in project implementation including a Governing Council, a Management team, a School Collaborative Team (within school), and an Arts Partner Professional Development Support Team (between schools).
- The applicant outlines 4 project objectives which serve to underpin all activities within the entire project (pp. 20-32), including an objective on specifically raising student achievement in reading, mathematics, and the social sciences.
- Page 23-29 describe the curriculum to be integrated into the core content based on 4th and 5th grade social studies themes from state standards.
- The plan proposed to expand the CAATE model to grades 6-8 within the schools (p. 30) providing a more long term approach with the students who will be receiving the intervention in the treatment schools. It is also an opportunity to do a longevity study to determine the impact of long-term exposure to integrated arts education on student achievement over time.

-- Letters of support from project partners were included in the appendices.

#### WEAKNESSES:

-- The partnership with Northwestern University needs more information to provide the reader with a clearer understanding of the extent of the partnership and what services Northwestern will provide during the funding period and beyond. (p. 21).

-- It is unclear specifically what teachers will be expected to do in their classrooms following the PD or how teachers will be compensated for their time in PD outside the classroom. How coverage would be arranged for teachers who will be assisting with dissemination activities also needed more specific information.

-- Objective #3 does not indicate a measureable target for raising student achievement (p. 23).

-- If classroom teachers are attending art classes alongside their students three times per week to have job embedded learning, it is not clear how these teachers will get preparation/planning time. It is usually during these times that teachers prep their instruction. It is unclear if they are being paid to prep outside the school day three times per week or if they have release time in some other form to allow them the time to prepare instruction on these days.

-- On page 31, admittedly there is no plan yet in place on how the project partners will continue the program beyond the funding period. This is a major concern, especially since there are but a couple of partners and all rely on outside funding of their own and have seen reductions in a fiscally restrained environment.

-- The project will be implemented in low-income schools. On page 32 it states that project personnel will provide schools with fundraising strategies that will elicit financial support from teachers and parents. This component of sustainability is doubtful.

-- A plan on how specifically the applicant would expand the program into grades 6-8 was not included in the narrative (p. 32).

**Question Status: Completed**

**Reviewer Score: 18**

---

## Selection Criteria - Quality of Project Personnel

4.

**Your comments and scores should address the following criterion:**(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.

### STRENGTHS:

-- Resumes/vitas for all key personnel were included in the appendices.

-- Consultants to be hired have the necessary background experiences to provide quality services within the project as per their resumes included in the appendices.

### WEAKNESSES:

-- Specific job descriptions for key personnel were not provided in the narrative (pp. 33-36) rendering it difficult to determine if time allocations were adequate.

-- More clarity is needed on the project administrator's credentials. In the vita located in the appendices it states that this staff has not yet earned her Ph.D. since she is ABD and not completed the dissertation. On page 34 of the narrative it states that this person has a Ph.D. While this is not key to program components, it does provide a question as to the accuracy of other information provided within the plan that is germane to the project. Based on the vita information provided it is unclear if this key staff has worked on a major federal project previous to this application.

-- Lead arts consultant is said to have an MA in Arts education (p. 35), but this is not evident on her resume that is included in the appendices.

**Question Status: Completed**

**Reviewer Score: 6**

---

## Selection Criteria - Quality of the Management Plan

5.

**Your comments and scores should address the following criteria:**

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

### STRENGTHS:

- The project contains four major structures to implement plan objectives.
- Table 2 provides a chart which clearly ties program activities to previously stated project objectives. (pp. 39-41). The chart provides activities, responsibilities, specific timelines, and measureable milestone targets.

### WEAKNESSES:

- More information on the different responsibilities of the Governing Council and Management team is needed to provide clarity and delineation of responsibility (p. 37). It is unclear how the Governing Council fits in with the overall model.
- A flow chart showing the relationship of all management structures and their responsibilities would be helpful to provide more clarity.
- More clarity is needed to explain how many teachers will be trained in the project. In one part of the narrative the number 45 is provided. Later the applicant states it will expand the PD to grades 6-8 teachers within the school. It is also unclear if those 45 teachers are the same 45 who continue to receive PD in all 4 years of the project.
- More explanation is needed to determine teacher effectiveness as a result of PD training beyond the self-reporting of teachers. More direct means of determining fidelity, effectiveness of strategies, etc should also be employed. Perhaps they are a component of the program, as they are briefly mentioned on page 43. If so, the explanation needs more attention.
-

It is difficult to determine if time commitments for key personnel are adequate since specific job descriptions of the responsibilities for key personnel were not provided in the narrative.

**Question Status: Completed**

**Reviewer Score: 15**

---

**Selection Criteria - Quality of the Project Evaluation**

**6.**

**Your comments and scores should address the following criteria:**

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**STRENGTHS:**

- The project will conduct an external evaluation.
- The evaluation plan has multiple collection sources and contains both formative and summative data as well as quantitative and qualitative data (p. 44).
- The project employs a randomized experimental design.
- Reports will be generated and disseminated to the Management Team on a quarterly basis to inform adjustments to the program (p. 44).
- There will be an Assessment Team at CPS to assist in the coordination and collection of data.
- The narrative included measureable outcomes tied specifically to project objectives.

#### WEAKNESSES:

- In addition to pre-post measures, more information on whether CPS was creating or assessing student performance on the standards in mathematics, reading, and the social sciences through the use of common formative assessments to monitor progress and make instructional adjustments is needed (p. 46). Likewise, annual performance data does not occur frequently enough to make needed adjustments to instruction.
- To increase understanding of the plan, it would have been helpful to put all components into a chart showing objectives, evaluation activities (including reports collected to/from), instruments, timelines, benchmarks, responsibilities, etc (pp. 47-50).
- Information on how the project will assess the rigor of the three annual student projects demonstrating knowledge of standards addressed were not included. The same is true for the two school performances (p. 49).

**Question Status: Completed**

**Reviewer Score: 16**

---

[< Previous](#)

[^ Back to Top](#)

Technical Review Cover Sheet

Panel Details

**Fiscal Year** 2010 **CFDA/Subprogram** 84.351D **Schedule No** 1 **Tier No.** 1

**Panel Name** Panel - 7

**Applicant Name** DANCE 21 D/B/A DANCEART -- DanceArt,DanceArt **PR/Award No** U351D100074

Questions

	Points Possible	Points Scored
<b>1. Selection Criteria</b>		
Need for Project	15	15
Significance	10	10
Project Design	25	20
Project Personnel	10	8
Management Plan	20	17
Project Evaluation	20	19
<b>TOTAL</b>	<b>100</b>	<b>89</b>



Technical Review Form

**Applicant Name** DANCE 21 D/B/A DANCEART -- DanceArt,DanceArt **PR/Award No** U351D100074

**Reviewer Name**

---

**Selection Criteria - Need for Project**

**1.**

**Your comments and scores should address the following criteria:**

**(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

**(b) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

**Strengths:**

The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure is well-documented. It provides racial/ethnic data, academic achievement statistics, the number of LEP and special needs students, and attendance rates that justify the need for a standards-based arts education program that will integrate with reading, math, and social science for 1,344 at-risk students in grades four and five in the southwest side of Chicago. (Pages 1-6)

The specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. Those are lack of professional development in arts education, lack of access to arts education, weaknesses in strategies to meet the learning needs of at-risk students, a lack of collaboration on integrating the arts into the core curricula, and a lack of parent and principal involvement in arts integration education. (Pages 7-9)

To remedy the gaps, DanceArt (an Illinois not-for-profit arts organization) will partner with Northwestern University, Chicago Public Schools and Kreatia Collaborative Dance Corp to provide standards-based arts education in dance, music, drama, and the visual arts through professional development serving 45 teachers who will collaborate with ten (10) teaching artists in implementing the project design to improve the achievement of 1,344 students in five project schools. Five of the schools will be treatment schools; another five will be control schools.

**Weaknesses:** None noted.

**Question Status: Completed**

**Reviewer Score: 15**

---

**Selection Criteria - Significance**

**2.**

**Your comments and scores should address the following criteria:**

**(1) The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.**

Strengths:

It is likely that the products (such as information, materials, processes, or techniques) that will result from the proposed project will have the capacity of being used effectively in a variety of settings. The students whom the project will target are at-risk, ethnic/racial hard-to-reach students. Among the products to be produced will be materials that will help the user develop his/her own program using this model. The materials will be packaged in a resource binder. DVDs, videos, teacher power point presentations, etc. will also be included. Documentation on how the organizational structures, professional development program, and standards-based arts integration strategies and teaching strategies that were most effective in improving achievement of at-risk students will also be part of the package.

All of the above products will be posted on the DanceArt, Chicago Public Schools Office of Arts Education, and Northwestern University dance and theater websites for ongoing reference and dissemination. (Page 10) Materials would be available at little or no cost. (Page 8)

Weaknesses:

None noted.

**Question Status: Completed**

**Reviewer Score: 10**

---

### Selection Criteria - Quality of Project Design

3.

**Your comments and scores should address the following criteria:**

- (1) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**
- (2) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
- (3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths:

The design of the proposed project reflects up-to-date knowledge from research and effective practices. Every page cites research references. A 22 page bibliography is included in the appendices.

The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students is also well-documented. The goals in this project target learning and teaching. To improve teaching a full five days will be devoted to professional development activities in the first year. The entire training will focus on how to use the arts in the classroom and connect them with core curricula. Follow up training of two monthly, two hour follow-up sessions as well as weekly support session during the four years of the project will be provided. This will provide opportunities for practice of skills, classroom demonstrations, reflection sessions, and the development of case materials to use in assessing the effectiveness of their work in the classroom.

Student learning will emphasize higher learning skills transferring critical and artful thinking skills from the arts to core curricula, connecting the arts with reading, math, and social science, which are connected with local and national standards in the arts.

The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance is justified on pages 11-12. Materials and teaching strategies for at-risk, racial/ethnic diverse students will be in place.

Weaknesses:

One of the goals is to increase the students' academic performance in the core curriculum areas of reading, math, and the social studies, but no measure is given as to the expected gains. Neither is mention made of how the academic curriculum will tie with the state academic standards and which ones.

**Question Status: Completed**

**Reviewer Score: 20**

---

**Selection Criteria - Quality of Project Personnel**

**4.**

**Your comments and scores should address the following criterion:**(1) The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

**(2) In addition, the Secretary considers the following factor: The qualifications, including relevant training and experience, of key project personnel.**

The qualifications, including relevant training and experience of key project personnel are commensurate with the proposal. The project director has experience managing grants, including a previous AEMDD grant. (Page 34)

The applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability. A concrete plan is provided on page 33. Among those plans are to advertise in minority publications.

Presently, the key personnel list consists of four (4) females, one of whom is African- American; one is a Mexican-American male. Those are

- (1) the project director--Jesus Esquivel
- (2) project administrator/teaching artist--Dr. Maria Gebhard
- (3) program administrator--Dr. David Roche
- (4) professional development consultant--Dr. Susan Lee
- (5) lead arts consultant--Kahphira Palmer

The Professional Teaching Artists positions are vacant. They will be required to have at least five years of arts education experiences. Plans described on page 33 will be implemented.

Weaknesses:

There are no job descriptions.

**Question Status: Completed**

**Reviewer Score: 8**

---

## Selection Criteria - Quality of the Management Plan

5.

**Your comments and scores should address the following criteria:**

- (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**
- (2) The extent to which the time commitments of the project director and Principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**
- (3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

The management plan presented will achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones .

(Goal)Objective One and (Goal) Objective Four are measurable and specific using the SMART definition: specific, measurable, action-oriented, realistic, timed. A management chart (Table 2), pages 39-41, clearly defines responsibilities, timelines, and milestones. The narrative on page 38 describes the fiscal and records management procedures.

The time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate seem to meet the objectives of the proposed project. Those are

- (1) the project director (PD): 50%
- (2) project administrator/teaching artist (LPDC): total 40% (20% each)
- (3) program administrator (PA): 20% time
- (4) professional development consultant (LAC): 20%
- (5) lead arts consultant: 50%.

The Governance Council will ensure feedback and continuous improvement in the operation of the project. Their duties are found on page 36. The Evaluation Team will assess the milestones to meet the objectives; the Management Team will share those with their Arts Team. In collaboration with the external evaluator, modifications to the strategies will be made. (Page 43)

Weakness:

No mention is made of the amount of time the Professional Teaching Artists will devote to the project. The nomenclature the application uses for objectives is not consistent with those used in the in the field of education. What the applicant is calling objectives, educators call goals. Below each goal (objective) is an objective. Neither Second Objective nor Third Objective is measurable/quantifiable because they do not tell by how much teachers and students will have

increased their ability/performance.

**Question Status: Completed**

**Reviewer Score: 17**

---

**Selection Criteria - Quality of the Project Evaluation**

**6.**

**Your comments and scores should address the following criteria:**

- (1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**
- (2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

The methods of evaluation include the use of objective performance measures that are clearly related to the intended outcome of the project and will produce quantitative and qualitative data to the extent possible.

A strong evaluation plan is included in the application narrative and will be used to shape the development of the project objectives from the beginning of the grant period. (Pages 43 to 52) The period is from October 2010 when baseline data for summative assessments will be collected in all partnership schools to September 2014.

The plan includes benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning, or other important outcomes for project participants. Those are shown on pages 48 to 50 of the plan.

The plan identifies Dr. Susan Ryerson Espino, principal consultant of Ryerson Espino Consulting Group as the external evaluator consultant. The qualifications of Dr. Ryerson Espino are appropriate. She has experience in conducting research sensitive to cultural and linguistic minority youth, among others. Her resume is included in the Appendix. The budgeted compensation is commensurate with the proposed evaluator's experience. (500 hours per project year X \$60 per hours=\$30,000 per project year.)

The plan describes

- 1. The types of data to be collected.
- 2. When various types of data will be collected.
- 3. What methods will be used.

4. What instruments will be developed and when.
  5. How the data will be analyzed.
  6. When the reports of results and outcomes will be available for each year.
  7. How the applicant will use the information collected through the evaluation to monitor progress of the funded project and provide accountability information both about the success at the initial site and about effective strategies for replication in other settings.
- The methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Those are detailed on pages 51 and 52.

Weaknesses: Waiting one year to get evaluation results seems too long to be effective.

**Question Status: Completed**

**Reviewer Score: 19**

---

[< Previous](#)

[^ Back to Top](#)